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SUMMARY OF INTERVIEWS RELATED TO CULTURAL ADAPTATION OF US ARMY--ETC(U)
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SUMMARY OF INTERVIEWS
RELATED TO CULTURAL ADAPTATION
OF US ARMY SOLDIERS
WHOSE NATIVE LANGUAGE IS NOT ENGLISH

PART I (BASIC TRAINING INTERVIEWS)
AND
PART II (UNIT INTERVIEWS)

Conducted as part of an English-As-A-Second-Language Curriculum Development

Project sponsored by Occupational Research and Analysis Division
Training Developments Institute
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DLIELC-LEACA
Lackland AFB, TX 78236

July 1982

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Cultural Problems

At appendix 1 is the questionnaire used to collect data concerning cultural problems experienced by non-native speakers of English during basic training. At appendix 2 is the tabulation of the data collected by this questionnaire from Army trainers (N=36) at four posts. These data indicate that cultural problems do not adversely affect the behavior of non-native speakers during basic training. A number of verbal comments from Army trainers lead to the hypothesis that the BT environment is so structured and trainee behavior so regimented that cultural adaptation problems don't surface in BT. It is further hypothesized that significant cultural problems, if any, will be evidenced by the behavior of non-native speakers in units, where the environment is less structured.

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CULTURAL PROBLEMS

SECTION I

Are there any differences between native speakers of English and non-native speakers with respect to the following area:

WHAT ARE THE DIFFERENCES?

1. Punctuality?

2. Frequency of going to sick call?

3. Types of ailments for which medical attention is sought?

4. Performance as team members?

WHAT ARE THE DIFFERENCES?

YES

NO

5. Reaction to criticism, punishment, disappointment?

6. Competition with peers?

7. Study habits?

8. Test taking practices?

9. Motivation?

WHAT ARE THEY?

YES

NO

Have you identified

any gestures, facial expressions or mannerisms which may be misinterpreted or offensive to non-native speakers?

any behavior on the part of non-native speakers which may indicate a lack of understanding of American culture?

WHAT ARE THE DIFFERENCES?

NO YES

10. Attention to safety regulations and practices?

11. Approaching an authority figure for information or help.

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SECTION II

WHAT ARE THEY?

NO YES

Have you identified

any gestures, facial expressions, or mannerisms which may be misinterpreted or offensive to native speakers?

Questionnaires analyzed:

Ft. Jackson 14
Ft. Gordon 12
Ft. Bliss 6
Ft. Benning 4

Total 36

SECTION I

CULTURAL PROBLEMS

AREA:	INSTALLATION:	NO	YES	COMMENTS:	FREQUENCY OF COMMENT:
1. Punctuality?	Ft. Jackson	6	2	misunderstand directions	3
	Ft. Gordon	5	5	more punctual	3
	Ft. Bliss	3	2	lack sense of urgency	1
	Ft. Benning	3	1	desire to carry out orders more promptly	1
	Total	17	10		
2. Frequency of going to sick call?	Ft. Jackson	6	1	difficulty adjusting to climate & food	2
	Ft. Gordon	9	1	less frequently than native speakers	2
	Ft. Bliss	2	3	don't go even when sick	1
	Ft. Benning	3	1	MDs cannot understand trainees	1
	Total	20	6	fear of recycle	1
			racial discrimination	1	
3. Types of ailments for which medical attention is sought?	Ft. Jackson	6	1	allergies	2
	Ft. Gordon	5	5	colds	2
	Ft. Bliss	4	2	ear infections	1
	Ft. Benning	3	0	difference in food	1
	Total	18	8	very strenuous P.T.	1
				sore muscles & joints	1
				sore throats	1
				stress	1
				homesickness	1
			unknown	1	

AREA:	INSTALLATION:	NO	YES	COMMENTS:	FREQUENCY OF COMMENT:
4. Performance as team members?					
	Ft. Jackson	3	3	lack of comprehension	8
	Ft. Gordon	2	8	not as independent...yet take too long to	1
	Ft. Bliss	2	4	feel accepted, wanted, needed by group	1
	Ft. Benning	3	1	language barrier	1
	Total	10	16	unaware of ethnic background	1
				racial-cultural differences	1
				problems in communications	1
				non-native speakers more closely knit	1
				seem not to work as well with native speakers	1
				fear of not understanding & failure	1
				sometimes cause friction & confusion in mixed groups	1
5. Reaction to criticism, punishment, disappointment?					
	Ft. Jackson	5	2	usually very remorseful	1
	Ft. Gordon	8	1	fairly good, better than Literacy Program students	1
	Ft. Bliss	2	4	feel like going home or AWOL	1
	Ft. Benning	3	1	very sensitive, take it personally	1
	Total	18	8	find military very coarse	1
				native speakers much more sensitive	1
				much more family-oriented	1
				easily hurt by abusive words or punishment	1
				bothered to a much higher degree	1
				feeling of failure if punished, especially mass	
				punishment (e.g., push-ups as a unit); some even	
				take this as an insult	1
				more apt to display anger openly	1
6. Competition with peers?					
	Ft. Jackson	4	2	non-natives seem to try harder	5
	Ft. Gordon	5	4	once task is understood	1
	Ft. Bliss	4	2	lack of confidence due to language barrier	1
	Ft. Benning	3	1	more helpful to each other than competitive	1
	Total	16	9	work for each others' benefit for a group result	
				rather than individual achievement	1
				don't want to compete	1
				because don't speak English well must work harder	
				to compete due to inability to understand English	
				and military terms	1
				Hispanics try harder to be good soldiers and are	
				more competitive with each other. This often helps	
				in unit morale	1
				non-natives less likely to argue among themselves	1
				they try harder to help each other	1

AREA:		INSTALLATION:		FREQUENCY OF COMMENT:	
		NO	YES	COMMENTS:	
7. Study habits?					
	Ft. Jackson	2	2	unable to read	1
	Ft. Gordon	6	3	much better than native speakers; don't fight authority	1
	Ft. Bliss	2	4	concentrate on task at hand	1
	Ft. Benning	3	1	have very little time to study	1
	Total	13	10	some haven't developed any more willing to ask for clarification devote more of own time in preparation for training	1
				seem very tired and under pressure	1
				more respectful to teachers don't know how to study on their own or take notes causing problems in AIT, e.g., unable to read difficult TMs	1
				study more in groups	1
8. Test taking practices?					
	Ft. Jackson	6	0	once they understand the task	1
	Ft. Gordon	6	3	do better with hands-on than written tests	1
	Ft. Bliss	6	0	difficulty in communication causes shyness before test and leads to inability to comprehend material resulting in test failure	1
	Ft. Benning	4	0	pay more attention to detail	1
	Total	22	3		
9. Motivation?					
	Ft. Jackson	4	5	more motivated to learn than native speakers	7
	Ft. Gordon	6	3	inability to communicate causes apprehension and less competitiveness	1
	Ft. Bliss	2	4	achieve tremendous results considering limitations they are faced with	1
	Ft. Benning	4	0	motivate each other	1
	Total	16	12	some highly motivated, some not depends on support from home	1
				sometimes feel Army is prejudiced against them realize English necessary to advance in Army	1
				initial motivation lost after a while in the Army	1
				less intimidated and more careless; not as safety oriented as others (machismo)	4
				can't read and interpret warning signs	3
				ESL students more careful	1
10. Attention to safety regulations and practices?					
	Ft. Jackson	5	2		
	Ft. Gordon	8	2		
	Ft. Bliss	4	2		
	Ft. Benning	3	1		
	Total	20	7		

AREA: _____ INSTALLATION: _____ NO YES COMMENTS: _____ FREQUENCY OF COMMENT: _____

11. Approaching an authority figure for information or help.

Ft. Jackson	3	7	very reluctant for fear of being shamed due to inability to communicate--relate to native speaker	10
Ft. Gordon	1	9		
Ft. Bliss	1	5	afraid and/or apprehensive of authority figure	6
Ft. Benning	3	1	non-native less likely to approach when sincere about needing something while native often complains	2
Total	8	22	to do so insulting to trainees have to be told to do so	1

SECTION II

AREA: _____ INSTALLATION: _____ NO YES COMMENTS: _____ FREQUENCY OF COMMENT: _____

Any gestures, facial expressions or mannerisms which may be misinterpreted or offensive to native speakers?

Ft. Jackson	8	1	avoid eye contact when talked to; natives don't realize this is disrespectful in many cultures and overreact	1
Ft. Gordon	9	1		
Ft. Bliss	4	2	those that are abusive to everyone	1
Ft. Benning	3	1	pointing	1
Total	24	5	eye-to-eye contact when counseled or reprimanded	1

Any gestures, facial expressions or mannerisms which may be misinterpreted or offensive to non-native speakers?

Ft. Jackson	7	2	eye-to-eye contact when counseled or reprimanded	1
Ft. Gordon	9	1		
Ft. Bliss	4	0		
Ft. Benning	4	0		
Total	24	3		

Any behavior on the part of non-native speakers which may indicate a lack of understanding of American culture?

Ft. Jackson	4	6	signs or gestures of frustration when not fully understanding	1
Ft. Gordon	6	4	standing	1
Ft. Bliss	1	4	blank look	1
Ft. Benning	4	0	lack of basic understanding of American life-styles	1
Total	15	14	saturated with Army regs before understanding American culture (as found in barracks and classrooms)	1

"Yes Sgt." even though not really understanding no questions during class but all kinds of questions to peers after class

1

AREA:

INSTALLATION: NO YES

COMMENTS

FREQUENCY OF COMMENT:

In the manner they treat their women as a Group	1
tend to Group themselves with their own race as much as possible	1
very easily offended	1
very polite	1
upset to lose mother's last name	1
typical L.A. cultural differences	1
look down on M.A.'s; think M.A.'s are ruining Spanish language; that M.A. men are strangely macho and defensive yet overly aggressive	1
very family oriented culture	1
take offense to reference made to any family member; native speakers ignorant of how deeply this affects non-native speakers	1
stay around barracks and don't go on pass downtown as often as others do	1

F10

PART II {UNIT INTERVIEWS}

SUMMARY OF STRUCTURED INTERVIEWS

Conducted in CONUS, Germany and Korea during MOS Task Analysis

INTRODUCTION

During the period from July 1980 through September 1981, curriculum development specialists from the Defense Language Institute English Language Center (DLIELC) visited U.S. Army AIT centers (in CONUS) and operational units (in CONUS, Germany and Korea) to conduct task analysis for 57 MOSs.

In addition to the task analysis, the curriculum development specialists interviewed soldiers to identify any situational/cultural areas which would affect the development or conduct of English language training programs for non-native English speakers. Soldiers were given forms for structured interviews. The forms were reviewed as they were completed and questions/discussions followed as necessary for clarification or to pursue areas of interest.

The following categories of interviews were conducted:

1. Structured Interviews for Unit Supervisors (Appendix A)
2. Structured Interviews for AIT Trainees (Appendix B)
3. Structured Interviews for Soldiers (Appendix C)
4. Cultural Problems (Appendix D)
5. Situation Difficulties (Appendix E)

The soldiers interviewed were not required to identify themselves but in most cases the unit or post can be identified if desired. They were also permitted to write their comments in their native language if they had difficulty in writing English. These comments have been translated and are included in the appropriate appendices.

GENERAL OBSERVATIONS

Answers and comments were consolidated and reviewed. No areas were found which would significantly impact on the development of English language materials or conduct of the courses.

The consolidated materials have not been analyzed but are contained in the attachments for your information and use. During the collection and consolidation of the materials some general observations were made and are included below.

In general, non-native English speakers (NNS):

1. Resented being told to not speak their native language either on or off the job.
2. Resented native English speakers (NS) who imitated their accents.
3. Felt they were regarded as ignorant because of their lack of English skills.
4. Felt they were discriminated against and could not compete with NS for awards and promotions because of deficiencies in English skills.
5. Usually considered their weakest English skill was in speaking.

On the other hand, NS stated:

1. NNS are generally rated as good to excellent soldiers.
2. First line supervisors consider NNS as educated as other soldiers.
3. Objections to the use of the native language often were because the NS could not understand and felt they were the subject of conversation.
4. Usually considered NNS's weakest English skill was in reading.
5. Some NS had English skills as weak as or worse than NNS.

In the combat MOSs, NS were especially concerned that NNS be able to understand and speak English. In critical combat situations under extreme pressure, communication is very important. In some cases, NNS are supervised by bilingual NCOs and in at least one instance, NNS are assigned to squads which function in Spanish. In these situations, supervisors were concerned if the NNS and squad could function in combat if the bilingual NCO were not present.

In one case in Germany, a NS tank commander reported he was leaving the Army for his own safety. He had been assigned a NNS driver who could not understand commands in English thus placing the safety of the tank crew in jeopardy.

APPENDIX A

STRUCTURED INTERVIEWS FOR UNIT SUPERVISORS

STRUCTURED INTERVIEWS FOR UNIT SUPERVISORS

The native and non-native English speaking soldiers (unit supervisors) interviewed were supervising or had supervised lower ranking non-native English speakers. The responses are separated by geographical area: CONUS (110 interviews); Germany (284 interviews); Korea (100 interviews).

This appendix contains the following:

<u>ITEM</u>	<u>PAGE</u>
1. Interview form	A-3
2. General comments (CONUS)	A-4
3. General comments (Germany)	A-5
4. General comments (Korea)	A-6
5. Responses	A-7

Structured Interview for Unit Supervisors

NAME: _____ POSITION: _____ YOUR MOS: _____

UNIT: _____ INSTALLATION: _____

As a result of your experience in working with soldiers in MOS _____, you can help us identify training difficulties for those individuals who are not native English speakers. Your answers will assist us in developing materials to improve their proficiency in English.

1. If a soldier doesn't understand, do you give him extra training? YES _____ NO _____

2. Testing

- a. Do you give practice tests to see if a soldier knows his job? YES _____ NO _____
If YES, what kind? (a) oral
(b) written
(c) performance

b. How do you prepare soldiers for SQT?

What is the failure rate of non-native speakers compared to native speakers?

3. Do non-native speakers change MOS more often than native speakers. YES _____ NO _____
Why?

4. Are there any language training programs available for those who are having problems with English? YES _____ NO _____
If so, what are they?

5. What manuals are used in Unit Training? (example: FM, TM, SM, etc...)

COMMENTS:

GENERAL COMMENTS (CONUS)

1. In an office environment training is not widely used. The daily job is considered the best training.
2. Most of the problem is that recruiters do not inform soldiers of the different MOS's.
3. Many SM are not receiving proper training and that is the reason for the high failure rate.
4. Most problems in taking the SQT are the writing.
5. Put a NNS instructor with every training group.
6. Take problem on an individual basis and encourage individual to get involved in the group. Also talk to group to get individual involved.
7. Most NNS are able to perform their duty but due to a lack of supervisors who speak the language and a lack of understanding of the handicap, many NNS are turned away, looked down on, called names, classified as a dummy or given a non-productive detail.
8. There are too many field problems and commitments so that a soldier doesn't get the time to attend the school he needs.
9. NNS should learn and know more English before coming into the Army.
10. They also make some of the better soldiers. The NNS are more willing to learn.

GENERAL COMMENTS (GERMANY)

1. More NCOs or first line supervisors should put more into helping their NNS.
2. Most NNS have the problem of not understanding when it's something they don't like.
3. Personnel should not be assigned to 71L MOS unless they can speak English because MOS requires 98% communication skills.
4. I think most of the differences between NNS and NS lies in cultural rather than language differences. NS should become more familiar with NNS cultures.
5. Lack of time for classes or your own training at Baumholder.
6. Because a person cannot speak English like a native, the responsibility to learn that language should be placed upon the individual. The failure of a NNS to complete given tasks should not be directed to the officers and NCOs but the individual himself. The opportunity is theirs for the taking.
7. Language is not the biggest problem; quality training is.
8. Should have longer classes and more intense training in BSEP.
9. If we could eliminate most of the time we spend on motor pools by means of lowering maintenance problems (steam cleaners No. 1), we would have plenty of time for uninterrupted class time.
10. At present units don't give time for those who can't speak English.

GENERAL COMMENTS (KOREA)

1. No one nationality is more lacking in ability than any other; the quality of training is important, also motivation when dealing with different nationalities or anyone else.
2. The Army needs to have unit classes that teach NNS to be watched by supervisors. In the States in the unit classes without supervisors the personnel did not care to learn and did not learn anything, then as an excuse they say the teacher did not care. Soldiers use duty hour classes to get out of work. Placing supervisors in classes caused them to begin to learn. Two hours a week every week would work and help better the Army. Also NNS should talk only English during duty hours.
3. Many NNS, especially those with Spanish backgrounds, are some of the finest soldiers and speak and write better than natives. Those with oriental backgrounds seem to have more difficulty adapting to the English speaking environment.
4. BSEP is not effective.
5. NNS suffer not only in training but also in promotions because of their difficulty with English.

RESPONSES

TOTAL INTERVIEWED:

CONUS = 110

GERMANY = 284

KOREA = 100

	YES			NO		
	C	G	K	C	G	K
1. If a soldier doesn't understand, do you give him extra training?	76%	83%	85%	24%	17%	15%
2. Do you give practice tests to see if a soldier knows his job?	94%	89%	92%	6%	11%	8%
(a) ORAL	64%	60%	48%			
(b) WRITTEN	33%	34%	40%			
(c) PERFORMANCE	88%	82%	84%			
3. Do non-native speakers change MOS more often than native speakers?	19%	20%	22%	72%	56%	54%
	UNK	UNK	UNK	N/A	N/A	N/A
	7%	16%	19%	2%	7%	5%
4. Are there any language training programs available for those who are having problems w/English?	73%	77%	72%	19%	17%	23%
	UNK	UNK	UNK	N/A	N/A	N/A
	6%	5%	2%	2%	2%	2%
5. What is the SQT failure rate of NNS vs NS?						
(a) UNKNOWN	20	47	0			
(b) EQUAL	39	37	13			
(c) LOWER	4	9	5			
(d) MUCH LOWER	3	2	3			
(e) HIGHER	7	47	12			
(f) MUCH HIGHER	8	14	3			
6. What ESL programs are available?						
(a) BSEP/Education Center	74	197	72			
(b) College classes	1	1	0			
(c) Programs not sufficient and not stressed	1	0	0			
(d) NCO in unit is appointed to give classes	0	0	2			
(e) Only English can be spoken	0	0	1			

	C	G	K
7. What kind of practice tests do you give?			
(a) ORAL	65	151	43
(b) WRITTEN	34	86	36
(c) PERFORMANCE	90	206	76
8. Do NNS change MOS more often than NS? Why?			
<u>YES.</u> (a) Frustration; lack of understanding of MOS	6	7	5
(b) Feel they are not smart enough to stay in present field	1	0	0
(c) Should be in a different MOS because of civilian education	1	0	0
(d) Language problems	4	7	1
(e) To get into a MOS which requires a foreign language	2	0	0
(f) To learn and advance	0	3	5
(g) To get a job which will be rewarding in civilian life	0	0	1
(h) Change from a difficult job to one they like or can do better	C	9	2
(i) To be assigned closer to home	0	1	0
(j) Can not qualify to re-up	0	1	0
(k) Supervisors unable to understand NNS problems and won't help	0	1	0
<u>NO.</u> (a) Afraid to change MOS	1	5	1
(b) Don't know how to change MOS	1	0	1
(c) Language problems	0	0	4
(d) Don't want start all over	0	0	1
(e) Problem would follow them in any MOS	C	1	0
(f) Want to learn the MOS they chose	0	1	0
(g) Chances are better of improving themselves in current MOS	0	1	C

APPENDIX B

STRUCTURED INTERVIEWS FOR AIT TRAINEES

STRUCTURED INTERVIEWS FOR AIT TRAINEES

AIT trainees interviewed were all non-native English speakers, the majority of whom were born outside the Continental United States. The remainder were from homes where English was spoken very little if at all. Soldiers with Spanish or foreign sounding surnames were not interviewed if their primary language was English. A total of 131 soldiers were interviewed in various stages of training.

This appendix contains the following:

<u>ITEM</u>	<u>PAGE</u>
1. Interview form	B-3
2. General comments	B-4
3. Responses	B-5

Structured Interview for AIT Trainees

LOCATION: _____ MOS: _____ DATE: _____

Some soldiers in the military have problems because they do not speak English. We want to ask you some questions. Your answers will help us to write a good English Training Program.

1. What language(s) did you speak in your home? _____
2. Did you study English before you entered the Army? _____ yes _____ no
Where? _____ How long? _____
3. Have you studied English in the Army? _____ yes _____ no
Where? _____ How long? _____
4. In Basic Training, did you have problems because you didn't understand English? _____ yes _____ no
Were the problems in speaking? yes no Were the problems in listening? yes no
Were the problems in reading? yes no Were the problems in writing? yes no
5. In your MOS training, do you have problems because you don't understand English? _____ yes _____ no
Are the problems in speaking? yes no Are the problems in listening? yes no
Are the problems in reading? yes no Are the problems in writing? yes no
6. Do you need to use your own language to understand your training? yes no
Do you use your own language with DI? yes no with the instructor? yes no
with other trainees? yes no
7. Do you need help with taking notes? yes no written tests? yes no
reading the Soldier's Manual? yes no using other books besides the Soldier's Manual? yes no
understanding the instructor in the classroom? yes no
understanding the instructor in the field? yes no understanding commands from the DI? yes no
8. In which country were you born? _____ In which county did you grow up? _____

Please write any comments on the other side of this page.

GENERAL COMMENTS (AIT TRAINEE)

1. Had no Spanish instructor or DI - (1)
2. Problems: reading, taking notes, more time with equipment - (1)
3. One thing I don't like about the Army is they don't allow me to speak my language. They always say something against it. - (1)
4. Everthing I learned in the Army I learned in Spanish rather than English. I've had problems with instructors and sergeants because they don't want us to use Spanish. They insult us only because we want to understand. - (1)
5. I have problems when people speak too fast. I have more problems with people who have had no contact with Hispanics. - (1)
6. My biggest problem is when the instructor uses big words or more complicated English that I don't understand. They talk too fast. - (3)
7. The one problem is the NCOs want Puerto Ricans to speak English among ourselves. It is a little hard when Americans use slang. - (1)
8. The instructors don't let us speak Spanish with other Spanish people. - (1)
9. In the field the instructors do not take or do not want to take enough time to explain. - (1)
10. Need dual language book; more bilingual instructors and Spanish subtitles on the films - (2)
11. Maybe if the instructors helped you more instead of yelling and telling you off in front of people I could get through this course a lot faster. - (1)

(Numbers in parens indicate number of interviewees who made this comment)

RESPONSES

TOTAL INTERVIEWED: 131

1. LANGUAGE SPOKEN	#	COUNTRY OR STATE	# BORN	# RAISED
Arabic	2	Alaska	1	1
Choctaw	1	American Samoa	1	3
French	1	Bolivia	1	0
Greek	1	Central America	1	1
Guamanian	1	Colombia	0	1
Ilocano	2	Dominican Republic	2	2
Italian	2	Egypt	2	2
Korean	5	Greece	1	1
Navajo	1	Guyana	1	1
Paiute	1	Korea	6	6
Portuguese	1	Mexico	0	1
Samoan	4	Philippines	3	3
Spanish	105	Puerto Rico	30	31
Tagalog	5	South America	1	1
Thai	1	USA	17	20
Vietnamese	1	Vietnam	1	1
Yaqui	1	Hawaii	1	1
Yupik	2			

	<u>YES</u>	<u>NO</u>	<u>N/A</u>
2. Did you study English before you entered the Army?	92%	8%	
3. Have you studied English in the Army?	34%	66%	
4. In BT, did you have problems because you didn't understand English?	45%	55%	
Were the problems in speaking?	43%	57%	
" " " " listening?	40%	60%	
" " " " reading?	24%	75%	1%
" " " " writing?	37%	62%	1%
5. In your MOS training, do you have problems because you don't understand English?	44%	56%	
Are the problems in speaking?	38%	62%	
" " " " listening?	37.5%	62.5%	
" " " " reading?	28%	72%	
" " " " writing?	33%	67%	

	<u>YES</u>	<u>NO</u>
6. Do you need to use your own language to understand your training?	37%	63%
Do you use your own language with the DI?	18%	82%
" " " " " " " " instructor?	21%	79%
" " " " " " " " other trainees?	56%	44%
7. Do you need help with taking notes?	43%	57%
" " " " " " written tests?	33%	67%
" " " " " " reading the soldier's manual?	25%	75%
" " " " " " using other books besides the SM?	34%	66%
" " " " " " understanding the instructor in the classroom?	39%	61%
" " " " " " understanding the instructor in the field?	28%	72%
" " " " " " commands from the DI?	22%	78%

8. Where and how long did you study English before entering the Army?

<u>Where?</u>	<u>How long?</u>	<u>Respondents</u>
USA	(less than 1 yr.)	4
USA	(1-3 yrs.)	11
USA	(4-9 yrs.)	5
USA	(10 yrs. or more)	24
PR/USA	(2-3 yrs.)	1
PUERTO RICO	(less than 1 yr.)	4
PUERTO RICO	(1-3 yrs.)	5
PUERTO RICO	(4-9 yrs.)	5
PUERTO RICO	(10 yrs. or more)	22
PR/USA	(11 yrs.)	1
KOREA	(1-3 yrs.)	2
KOREA	(4-9 yrs.)	3
KOREA	(10 yrs. or more)	1
PHILIPPINES	(4-9 yrs.)	1
PHILIPPINES	(10 yrs. or more)	3
SAMOA	(3-4 yrs.)	2
SAMOA	(12 yrs)	1
MEXICO	(3 yrs.)	1
CENTRAL AMERICA	(4 yrs.)	1
SOUTH AMERICA	(2 yrs.)	1
EGYPT	(5 yrs.)	2
GREECE/ENGLAND	(6 yrs.)	1
DOMINICAN REPUBLIC	(6 mos.)	1

9. Where have you studied English since you joined the Army? How long?

<u>Where?</u>	<u>How long?</u>	<u>Respondents</u>
BSEP	6 weeks	43
AIT	3 weeks	2
AIT	2 months	2
Education Center	1 week	1
Puerto Rico	3 months	2
USA	6 months	1

NOTE: 45 had indicated they had studied English since joining the Army but
51 answered as above.

APPENDIX C

STRUCTURED INTERVIEWS FOR SOLDIERS

STRUCTURED INTERVIEWS FOR SOLDIERS

These interviews were conducted with non-native English speaking soldiers at units in CONUS, Germany and Korea. The responses are separated by geographical area: CONUS (389 interviews); Germany (141 interviews); Korea (118 interviews).

This appendix contains the following:

<u>ITEM</u>	<u>PAGE</u>
1. Interview form	C-3
2. Comments	C-4
3. Responses	C-5
4. Example A	C-6
5. Example B	C-7

Structured Interview for Soldiers

MOS TRAINED IN _____ MOS WORKING IN _____

UNIT _____ INSTALLATION _____

Some soldiers in the military have problems because they do not speak English well. Your answers to these questions will help us write an English Training Program.

1. Where were you born? _____
2. Where did you grow up? _____
3. How long have you: Been in the Service? _____
Held your present rank? _____
Worked in your present MOS? _____
4. Have you taken an SQT yet? _____ yes _____ no _____
5. Did you pass the SQT? _____ yes _____ no _____
6. Why do you think you didn't pass? _____
7. What language(s) did you speak in your home? _____
8. Did you study English before you joined the Army? _____ yes _____ no _____
(a) Where? _____
(b) How long? _____
9. Have you studied English since you joined the Army? _____ yes _____ no _____
(a) In BSEP? _____
(b) Other? _____
10. In the Army, have you had English language problems?
(a) In speaking? _____ yes _____ no _____
(b) In listening? _____ yes _____ no _____
(c) In reading? _____ yes _____ no _____
(d) In writing? _____ yes _____ no _____
11. Do you use your own language to understand your training? yes _____ no _____
With whom: Instructors/supervisors _____ yes _____ no _____
Other soldiers _____ yes _____ no _____
12. Do you need help with: taking notes? _____ yes _____ no _____
written tests? _____ yes _____ no _____
using field manuals? _____ yes _____ no _____
using training manuals? _____ yes _____ no _____
using the soldiers manuals? _____ yes _____ no _____
understanding instructors/supervisors? _____ yes _____ no _____
understanding orders from Officers & NCOs? yes _____ no _____
13. Which tasks are you required to know in the Unit that were not taught to you in AIT? _____

COMMENTS:

SOLDIER INTERVIEWS

Interviewer's Comments:

Soldier cannot carry on a very simple conversation in English. He also claims his friends helped him through Basic and AIT.

Wife is an English speaker. Soldier had problems in Basic with his Sgt due to his lack of English.

Soldier said supervisor tried to give him an Article 15 because he can not read the TM. Whole squad is Spanish speaking. Sergeants speak too fast. Individual can not function in English or Spanish.

Interviewee's Comments:

I have problems with pronunciation and listening especially even though I have been learning English for a long time.

Problems in listening and speaking on the phone.

Sometimes I don't understand my instructors because they don't put instructions in a simple way that I can understand.

Reading and writing are my most serious problems.

I have a problem reading.

Vocabulary is my biggest problem.

The only problems I have are technical words.

My problems are pronunciation and grammar.

I have problems with vocabulary and fast talkers.

I have problems taking notes in class.

Some instructors from different parts of the country use different forms of expression than the majority of the other instructors and they're difficult to understand.

My problems are understanding, studying, reading and writing English.

I sometimes don't understand pronunciation.

In the first few years of service I did have all the problems listed here but it's no longer a problem.

I can not understand when the instructors and supervisors talk. Only problem in English is colloquialisms.

I have problems pronouncing words and listening to fast talkers.

My only problem is spelling.

I was not taught English communication.

My problems are speaking and using correct grammatical structures.

I am not able to communicate using really big words.

I need to polish my speech.

My most difficult problem is vocabulary and the different tenses of verbs.

My problem is when I try to talk to people it is hard to make myself understood. I do not know how to use the verbs, adverbs, etc.

I do not understand the vocabulary the NCO uses.

I can understand and communicate in English if the other person speaks slowly.

My biggest problem is the pronunciation and I can't understand when people talk to me very fast.

Working with American people helps me to speak English but sometimes I have a problem speaking it.

I have problems with military writing -- protocol, margin and format.

I have difficulty understanding terminology in written material.

I generally don't have a problem but sometimes I have to look up a word in the dictionary.

My main problem is pronunciation of English. I do well reading, writing and understanding other people.

I do not understand slang.

Many times when speaking Spanish to other Spanish speakers, soldiers were inhibited by other soldiers who don't speak Spanish. When competing for promotion or a job, a lot of times the Spanish speakers are very much disadvantaged.

A negative attitude is displayed by superiors and subordinates whenever a few Spanish speakers get together for an informal conversation or when we play Spanish music.

I didn't come to the Army to be treated like I'm not a human being and like I don't have feelings and responsibilities and a home and not work in a place where even after we're off work we have to remain there for no reason.

Americans mock persons with an accent. Many times the Latino has to work double in order to receive promotions, etc.

I believe a lot of discrimination does exist in the Army towards all persons who speak a language other than English. Some Americans get annoyed when we Hispanics speak in our own language.

There is discrimination on unit and platoon levels regarding minority groups as a whole.

Discrimination with some soldiers. Spanish people are not being treated as equal. People speaking in their language are told to shut up and go back to Puerto Rico. Spanish people in the unit don't get a chance for self-improvement.

Many Spanish soldiers have problems with supervisors because of their language. They are also not promoted.

The Army has persons who really help people that have problems with English but there are also people who don't like to help and who especially like to belittle Hispanics since they don't understand English.

I think soldiers should not be treated with disrespect because of their language problems

Some NCOs don't like Spanish people because we speak Spanish among ourselves. Some of my PR friends have been in the Army 18 months and still have not gotten a promotion. The First Sergeant and other NCOs are prejudiced against Hispanics because we speak two or more languages. This affects our promotions and working conditions. Some Hispanics in my company have to pull guard duty twice a week when other Americans never do.

Even though you might have an education it's difficult for you to be promoted. Sometimes you can't speak your language because the supervisors become annoyed. The ESL programs really help a lot.

Supervisors do not allow us to speak with our friends in our language at work. I have been in the Army 16 months and am still an E2 while Americans with 6-8 months are E3s. The First Sergeant and CO have not allowed me to take English courses.

The promotion to E5 is judged on your ability to speak English, not job performance. Supervisors at recommendation levels for E5 and above are executing institutional prejudices toward Spanish speaking personnel. There are many cases where the sergeants discriminate with the Latinos that don't understand English, especially in BT.

I've seen lots of discrimination against us (Latin people). I have a sergeant that says he puts Puerto Ricans on all kinds of details because he knows how to pronounce their names. I think he has some kind of prejudice against PRs.

I have encountered prejudices against soldiers that don't understand or speak English. Especially during BT the soldiers that have this problem are treated more rudely than others.

I'm not working in my MOS.

Because I did not speak good English I couldn't get in Officer's School (has 4 years college).

The main problem is the culture.

The food is not all that great; the same food all the time.

I did not learn my MOS because there were no instructors to teach me the basics. In most units they don't give any time to go to ESL schools.

We have problems finding jobs or passing promotion boards because we can't answer all the questions and they think we are stupid.

My unit holds us back instead of sending us where we are needed.

I came in as a mail clerk, not a 36K.

We Latins can not advance as quickly because of English problems.

I have been in the Army 15 months. I don't have any problems with anyone. I never let the Army down. I am a good soldier, a soldier who doesn't cause trouble. But I am a Puerto Rican and I am still an E2. Every month they promise me E3 and nothing. For that reason I want to get out of the Army.

I am in the National Guard but I want to enter the Army. I have to borrow money two times a month.

Some sergeants don't ask if one feels well or if you are sick and there exists indifference in the training.

I don't want to be away from my family so much. The Army won't let me get married and I get no help from them. I can't get married because they won't let me but I live with her and have to support her.

At times when gathered with my Spanish buddies, I hear comments like "You're in the Army now, don't speak that S...T"

The commanders don't care about the education of the soldiers and don't stick to the programs available in the system.

Many supervisors don't want to accept and respect the soldiers of Spanish origin. Many times I've seen the CO or First Sgt disapprove soldiers who want to enroll in ESL.

In 2½ years I have not received the opportunity to increase my knowledge in English. I asked for it but was disapproved.

In AIT the only problem was the instructor spoke too fast.

The English one learns doesn't give one the opportunity to practice conversation as participants.

Soldiers who have potential fail because of their lack of English.

They will not let me continue going to BSEP because I am not going to the field.

I have a lot of disagreements with NCOs.

Getting an Article 15 for things that are foolish like census forms.

Getting a day off and being marked AWOL.

I have seen some cases where a Spanish speaker has been thrown out without getting a chance to go to English school.

TMs are incomplete.

We should train ourselves more in all aspects which concern the Army.

I have to spend too much time in the field.

Many times one feels frustrated when one cannot speak or understand English well. There are those in the Army who think that one who doesn't know English is an idiot or a refugee. This makes a person feel bad which hinders their learning. I asked to be sent to English classes but no one paid attention to my written request.

The problems I have are like an age bracket or communications gap.

They try to hide problems from the higher military.

I was supposed to take my AIT at Fort Harrison, not here.

When we go to the doctor, sometimes they don't understand us and other times we don't understand them.

When we have get togethers we feel we form a different part of the company and all the world speaks and we must remain silent.

I missed out on a lot of basics while I was trying to understand what was going on.

They did not give me a PT uniform or field jacket. When the other guys go and ask for a certain thing they need, they get it.

It's hard to understand the way they speak.

Sometimes the instructors talk too fast without knowing it.

The big problem is the instructors don't cooperate. They do not understand that English is a second language and we don't have the capability to understand when they explain. They use vocabulary we don't understand.

There are quite a few individuals that join the Army without basic English vocabulary which makes it hard for instructors and trainees in training.

I have not spoken my native language for 12 years.

I wish to study English but my CO won't allow it.

Recruiters do not tell Hispanics that the Army has no program to teach them English. The Army needs such a program.

English is learned as a second language in PR but it is not used.

I am very interested in actively participating in this program.

We need some kind of school for us to learn English.

I would like to study more English.

I need help in English.

I want to raise my GT score and learn to speak, write and spell English.

I need help understanding big words.

I would like to have another English course to speak English.

I need an English course to exactly understand my job.

People would like to speak English if they had a school to learn it.

I need all the English lessons I can get.

Soldier would like to improve listening and speaking skills.

I would like to improve my speaking and writing with talking classes.

We should be given more English classes more often.

I need too much help.

I want to learn English.

More English classes needed.

I want to go to class but have not been given the opportunity.

All I need is practice. Nobody can speak English in 6 wks. in ESL.

I need more English Training in reading and writing.

I need a program to keep practicing.

I would like to have the opportunity to study better and more often.

I need help understanding and learning better the English language.

I would like to master English. I hope they can help me.

I hope they will help me with the language. I don't have any other type of problems. In school they don't teach very good pronunciation. I think English is easy but I still have to go school.

I want to learn more English.

I'd like English courses to improve my English and writing.

I want to learn English better than is necessary to pass training.

I would like to specialize in teaching English.

I would like to go to school in Texas to study in the Institute to learn perfect English.

I need to go to DLI so I can pass training and get ahead.

I need you to help me learn the English language.

I have a few problems in comprehension and I wish for help.

The tests and classes have helped me learn English, but there are problems.

I learned English on my own by asking questions and practicing.

English classes don't help unless the individual practices himself.

Some English words are hard to say. I would like to perfect my English.

I need a class to study English.

I need a class that can help me in my MOS and an English class.

I need to take driving.

I need help speaking English, writing and reading.

I need classes - written, speaking, studied - and more MOS.

I need a little help in English.

I need more practice in English because it is my second language.

We need help with our English.

I need more English.

I want to study speaking and writing English.

I would like to enroll in Defense Language course to learn English if the chance were given.

If the Army would give us the opportunity of having certain types of pamphlets in Spanish for those technical words in our MOS it would be easier to understand our job.

I believe more effort should be made to afford the soldier a chance to better himself in the English language and to break the barrier, especially between rank structure, the biggest problem.

They should make us work in places or countries where they speak Spanish. That way we would feel better and work more at ease.

I think that soldiers with problems in English should be given more opportunity to learn to read, write, and speak English. They should be sent to school more often.

The Army should have more Hispanic instructors. They should also choose more junior NCO's for teaching purposes since they are the ones who better understand the needs of others (Hispanics).

Manuals should be made in Spanish.

Before entering the Army NNS should be sent to English programs.

The Army should give NNS more and better opportunities to learn English.

ESL should be made more comprehensive and put on different levels. We need more functional English, like we use on a daily basis.

Soldiers should have one TI that speaks Spanish.

Need more bi-lingual personnel in the school.

There should be instructors who speak Spanish.

The people who don't speak or understand English should have to go to a school with a basic English course before they are admitted to BT.

They should provide a soldier who is having problems with more material related with the course or training. Material with simpler words and examples.

They should put everyone in school even if they pass the test.

They should screen individuals and those who have problems with English should be sent to a school.

AIT should have more Latin instructors.

Special attention should be given to comprehension of the spoken English.

The Army should put more people together who speak the same language.

The subjects I suggest to be studied are: verbs, words and vocabulary from the dictionary.

I suggest a very intensive pre-basic training English (military-related) course.

BSEP would be more beneficial before basic.

Need more consideration for those who only speak Spanish.

There should be a special manual for the SQT.

Schools like AIT should be longer so they cover more details.

DI's should take their time with students who have problems with the English language.

Should have a program giving students time to practice conversational English.

Should have bi-lingual instructors and books.

Instructors should speak more slowly.

Should have a classroom dictionary in Spanish to English.

Need bi-lingual instructors.

Need more practice equipment.

Should have bi-lingual books, tests, and hand-outs.

We should have a meeting for people who have English language problems so they might discuss all their problems with you (DLI).

If persons would speak more English instead of another language there would be less of a problem.

The language problem should be discovered and dealt with during BT and AIT.

They should give foreign students the opportunity to learn English.

Need ways to understand English other than just listening.

Some books (FM's, TM's) should be translated to Spanish. We should be able to speak Spanish among ourselves.

They should order a person to study English before BT and help that person in BT and AIT.

I think they should teach in steps, then test on that step, instead of one final exam.

The Army should pay more attention to the individuals that drop out with unnecessary problems caused by not knowing the language.

We need some practice and to learn vocabulary.

I think a lot of non-English speaking soldiers do not want to speak English.

Driver training would not only benefit the soldier but also the Army.

Today's soldier needs to get back to the old day's training in every aspect.

I think this problem would be less serious if they had instructions in Spanish.

What we (Puerto Ricans) need is speech practice.

It is better for the ESL soldiers to take courses of conversational English.

Spanish-speaking people should train with the same people who speak their language.

When I first joined the Army I had to use my own language to ask friends for the meaning of the instruction, otherwise I never would understand, but now I can communicate with English-speaking people.

I think they should make an English course here for people that don't know too much English. It would be good and beneficial because that way we can express more easily the dialect the way we think and perfect the English language.

I think the Puerto Ricans do not learn good English - need practice in writing, reading and speaking.

Suggest you teach NNS English prior to them entering the service as it is more difficult to learn English as well as certain training required.

It's better for the soldier to be given more verbal classes.

I would like some Spanish supervisor teaching MOS.

I think all Spanish people should take BSEP.

Latin people need more than BSEP; something more specific about the language.

Uses own language to understand or help another person understand if person speaks the same language.

Should have more mechanical training for drivers in AIT.

Soldiers should be taught the military jargon that is used.

I suggest all foreign military soldiers in the Army take a mandatory DL class.

RESPONSES

TOTALS: CONUS 389

Germany 141

Korea 118

COUNTRY	#1 WHERE BORN			#2 WHERE GREW UP			LANGUAGE SPOKEN AT HOME			
	C	G	K	C	G	K		C	G	K
AFRICA	0	0	0	1	0	0	ARABIC	1	0	1
AMERICAN SAMOA	4	1	2	3	1	2	CASTELLANO	1	0	0
BARBADOS	1	0	0	1	0	0	CHAMORRO	1	0	0
BOLIVIA	0	1	0	0	1	0	CHINESE	0	0	1
BRAZIL	0	0	0	0	1	0	CREOLE	2	1	1
BULGARIA	1	0	0	1	0	0	CZECH	1	0	0
CANADA	0	0	0	0	0	2	DUTCH	1	0	0
CENTRAL AMERICA	0	0	0	0	1	0	FRENCH	13	3	2
CHINA	0	0	1	0	0	0	GERMAN	6	2	2
COLOMBIA	3	1	0	1	1	0	GUAMANIAN	4	0	1
COSTA RICA	1	0	0	1	0	0	HAITIAN	1	0	0
CUBA	6	2	2	2	2	1	HAWAIIAN	1	1	1
CZECHOSLOVAKIA	1	0	0	1	0	0	HINDI	2	1	0
DOMINICAN REP.	8	4	1	3	0	1	HOPI	1	0	0
EQUADOR	6	0	0	5	0	0	HUNGARIAN	1	0	0
EGYPT	1	0	0	1	0	0	ILÓCANO	3	3	0
EL SALVADOR	2	0	0	2	1	0	ITALIAN	5	0	1
FRANCE	2	0	0	2	0	0	JAPANESE	1	0	0
GERMANY	1	1	1	4	0	1	KOREAN	7	3	35
GUAM	6	1	3	5	1	1	LATVIAN	1	0	0
GUATEMALA	2	0	0	1	0	0	LEBANESE	0	1	0
GUYANA	1	1	0	1	1	0	MESCALERO APACHE	1	0	0
HAITI	6	1	0	4	1	0	NAVAJO	1	1	1
HAWAII	0	2	2	1	1	2	PALAUAN	1	0	0
HONDURAS	3	1	1	3	0	1	PANGASINAN	0	0	1
INDIA	3	0	0	2	0	0	PERUVIAN	1	0	0
ITALY	2	0	1	1	0	1	POLISH	3	0	0
JAPAN	1	0	0	0	0	0	PORTUGUESE	0	2	0
JORDAN	0	1	0	0	0	0	RUMANIAN	1	0	0
KOREA	7	3	36	6	3	35	RUSSIAN	1	0	0
KUWAIT	0	0	0	0	1	0	SAMOAN	5	2	2
LATVIA	1	0	0	1	0	0	SPANISH	300	113	57
LEBANON	0	1	0	0	0	0	SWEDISH	0	0	1
MEXICO	12	4	5	6	4	4	TAGALOG	15	11	5
NORTH YEMEN	0	0	1	0	0	1	THAI	3	0	0
PANAMA	12	0	1	11	0	1	TURKISH	1	0	0
PERU	3	1	0	3	1	0	VALENCIANO	1	0	0
PHILIPPINES	19	11	5	17	11	3	VIETNAMESE	1	0	1
POLAND	3	0	0	3	0	0	VISAYAN	1	0	0
PUERTO RICO	97	78	20	102	82	24	ZUNI	1	0	0
ROMANIA	1	0	0	1	0	0				
SOUTH AMERICA	0	0	2	0	0	1				
SPAIN	2	0	0	2	0	0				

COUNTRY	#1 WHERE BORN			#2 WHERE GREW UP		
	C	G	K	C	G	K
SWEDEN	0	0	1	0	0	1
THAILAND	4	0	0	4	0	0
TRINIDAD	1	0	0	1	0	0
USA	60	24	32	96	33	40
VIETNAM	1	0	1	2	0	1
VIRGIN ISLANDS	0	1	0	0	1	0
WEST INDIES	1	0	0	0	0	0

RESPONSES

TOTALS: CONUS 389

Germany 141

Korea 118

QUESTION	YES			NO			N/A			UNKWN		
	C	G	K	C	G	K	C	G	K	C	G	K
4. Have you taken an SQT yet?	46%	60%	57%	53%	40%	40%	1%		3%			1%
5. Did you pass the SQT?	27%	34%	43%	12%	19%	7%	54%	41%	40%	8%	6%	10%
8. Did you study English before you enlisted?	93%	85%	89%	7%	15%	11%						
9. Have you studied English since you enlisted?	50%	66%	47%	50%	34%	53%						
10. Are your English problems												
in speaking?	47%	68%	43%	53%	32%	57%						
in listening?	35%	46%	41%	65%	54%	59%						
in reading?	34%	40%	24%	66%	60%	76%						
in writing?	42%	56%	34%	58%	44%	66%						
11. Do you use your <u>own</u>												
<u>language</u> to understand												
your training?	40%	45%	38%	60%	55%	62%						
with instr/supvr?	35%	44%	26%	65%	56%	74%						
with other soldiers?	56%	76%	56%	44%	24%	44%						
12. Do you need help with:												
taking notes?	38%	51%	24%	62%	49%	76%						
written tests?	36%	42%	26%	64%	58%	74%						
using field manuals?	26%	36%	19%	74%	64%	81%						
using tng manuals?	25%	35%	23%	75%	65%	77%						
using soldier's manuals?	22%	34%	23%	78%	65%	77%						
understanding instr/supvr?	29%	38%	26%	71%	62%	74%						
understanding orders?	25%	38%	24%	75%	60%	76%						

RESPONSES

6. Why do you think you didn't pass the SQT?	C	G	K
Not working in the MOS	8	3	1
Lack of experience in the job	7	0	1
Lack of self-preparation	6	2	2
Changing MOS	0	1	1
Did not understand English	11	10	1
Did not understand what he had to do	3	8	0
Lack of training	6	2	0
Lack of study materials	0	1	0
Lack of interest	1	1	0
Not enough time	4	3	0
Trained in 3 MOS	0	0	1
Lack of time to prepare	2	1	0
Did not take time on the test	0	1	0
Nervous	0	1	0
Unknown	3	0	0
Wanted to be reclassified to a combat MOS and was told he would be reclassified if the test was failed twice	0	0	1

RESPONSES

8. Where and how long did you study English?	C	G	K
AFRICA (4-9 yrs.)	1	0	0
AMERICAN SAMOA (10 yrs. or more)	2	0	2
BARBADOS (10 yrs. or more)	1	0	0
CANADA (4-9 yrs.)	0	0	1
CENTRAL AMERICA (10 yrs. or more)	0	0	1
COLOMBIA (1-3 yrs.)	0	1	0
COSTA RICA/USA (10 yrs. or more)	1	0	0
CUBA (1-3 yrs.)	0	1	0
EGYPT (10 yrs. or more)	1	0	0
EL SALVADOR (1-3 yrs.)	1	0	0
GERMANY (1-3 yrs.)	1	0	0
GERMANY (4-9 yrs.)	0	0	1
GUAM (1-3 yrs.)	2	1	0
GUAM (4-9 yrs.)	1	0	0
GUAM (10 yrs. or more)	4	0	2
GUATEMALA (4-9 yrs.)	1	0	0
GUYANA (10 yrs. or more)	1	0	0
HONDURAS (4-9 yrs.)	1	0	0
INDIA (10 yrs. or more)	1	0	0
INDIA/USA (10 yrs. or more)	1	0	0
KOREA (less than 1 yr.)	0	0	1
KOREA (1-3 yrs.)	1	1	3
KOREA (4-9 yrs.)	2	2	19
KOREA (10 yrs. or more)	1	0	1
MEXICO (1-3 yrs.)	0	1	1
MEXICO (4-9 yrs.)	1	0	0
MEXICO (10 yrs. or more)	0	0	1
PANAMA (1-3 yrs.)	1	0	0
PANAMA (4-9 yrs.)	4	0	0
PANAMA (10 yrs. or more)	4	0	0
PERU (1-3 yrs.)	1	0	0
PERU (4-9 yrs.)	1	1	0
PHILIPPINES (1-3 yrs.)	2	1	0
PHILIPPINES (4-9 yrs.)	5	4	1
PHILIPPINES (10 yrs. or more)	10	5	2
PUERTO RICO (less than 1 yr.)	2	0	0
PUERTO RICO (1-3 yrs.)	8	6	2
PUERTO RICO (4-9 yrs.)	18	10	0
PUERTO RICO (10 yrs. or more)	76	35	12
PUERTO RICO/USA (10 yrs. or more)	2	0	0
ROMANIA (less than 1 yr.)	1	0	0
SPAIN (4-9 yrs.)	2	0	0
THAILAND (1-3 yrs.)	2	0	0
THAILAND (4-9 yrs.)	2	0	0

8. Where and how long did you study English?	C	G	K
TRINIDAD (10 yrs. or more)	1	0	0
USA (less than 1 yr.)	6	3	3
USA (1-3 yrs.)	17	12	12
USA (4-9 yrs.)	64	12	13
USA (10 yrs. or more)	85	12	27
VIETNAM (4-9 yrs.)	1	0	0
VIETNAM (10 yrs. or more)	0	0	1

9. Where have you studied English since you enlisted?	C	G	K
BSEP	112	39	26
SELF-STUDY	9	4	13
ESL	23	42	0
COLLEGE	7	5	9
EDUCATION CENTER	1	3	0
GED	2	2	5
ARMY COURSE	3	0	0
BASIC ENGLISH COURSE	1	0	0
NIGHT SCHOOL	1	0	0

13. Which tasks are you required to know in the Unit that were not taught to you in AIT?	Comments	No. of Response
Complete MOS not taught		134
Learned current MOS in present Unit		1
Need training in new MOS		15
<u>Items not taught:</u> Motor Pool		10
Leadership and supervisory skills		9
Finance		2
Management		1
NBC		7
Driving		5
Discipline		1
Patience		2
Army organization		1
Responsibility		1
What they taught me I still don't understand		1

Structured Interview for Soldiers

27 FEB 81

MOS TRAINED IN 11.2 MOS WORKING IN 11B Gun
UNIT B 1/87 INF 1st INSTALLATION Bernholder

Some soldiers in the military have problems because they do not speak English well. Your answers to these questions will help us write an English Training Program.

1. Where were you born? to son AZ
2. Where did you grow up? 7
3. How long have you: Been in the Service? Feb-4-80
Held your present rank? 14
Worked in your present MOS? 14 mo.
4. Have you taken an SQT yet? _____ yes _____ no X
5. Did you pass the SQT? _____ yes _____ no X
6. Why do you think you didn't pass?
(SEE OVER)
7. What language(s) did you speak in your home? spanish
8. Did you study English before you joined the Army? _____ yes _____ no X
(a) Where? _____
(b) How long? _____
9. Have you studied English since you joined the Army? _____ yes _____ no X
(a) In BSEP? _____
(b) Other? _____
10. In the Army, have you had English language problems?
(a) In speaking? _____ yes _____ no X
(b) In listening? _____ yes X no _____
(c) In reading? _____ yes X no X
(d) In writing? _____ yes _____ no X

Do you use your own language to understand your training? yes X no _____
With whom: Instructors/supervisors _____ yes _____ no _____
Other soldiers _____ yes X no _____

Do you need help with: taking notes? _____ yes X no _____
written tests? _____ yes X no _____
using field manuals? _____ yes _____ no X
using training manuals? _____ yes _____ no X
using the soldiers manuals? _____ yes _____ no X
understanding instructors/supervisors? _____ yes X no _____
understanding orders from Officers & NCOs? yes X no _____

Which tasks are you required to know in the Unit that were not taught to you in AIT?

I don't know

when I told my supervisor that i did not know how to read the book
He told me to go and wait

SAID SUPERVISOR TRIED TO
GIVE HIM AN ARTICLE 15
BECAUSE HE COULD NOT
READ THE TECH MANUAL,

WHOLE SQUAD IS SPANISH SPEAKERS

SERGEANTS SPEAK TOO FAST

INDIVIDUAL CAN NOT

FUNCTION IN ENGLISH

Structured Interview for Soldiers

11 APR 01

MOS TRAINED IN 31C10 MOS WORKING IN 31C10
UNIT HHC 1st Sig INSTALLATION KIAER

Some soldiers in the military have problems because they do not speak English well. Your answers to these questions will help us write an English Training Program.

1. Where were you born? GERMANY
2. Where did you grow up? PUERTO RICO
3. How long have you: Been in the Service? 3 YEARS
Held your present rank? S1M 1 DEER
Worked in your present MOS? 6 MONTHS
4. Have you taken an SQT yet? YES yes ☒ no ☐
5. Did you pass the SQT? YES yes ☐ no ☒
6. Why do you think you didn't pass?
BECAUSE MY READING
7. What language(s) did you speak in your home? ESPAÑOL
8. Did you study English before you joined the Army? YES yes ☒ no ☐
(a) Where? SCHOOL
(b) How long? 14 YEARS
9. Have you studied English since you joined the Army? YES yes ☒ no ☐
(a) In BSEP?
(b) Other? ESL
10. In the Army, have you had English language problems?
(a) In speaking? YES yes ☒ no ☐
(b) In listening? YES yes ☒ no ☐
(c) In reading? YES yes ☒ no ☐
(d) In writing? YES yes ☒ no ☐
11. Do you use your own language to understand your training? yes ☒ no ☐
With whom: Instructors/supervisors YES yes ☒ no ☐
Other soldiers YES yes ☒ no ☐
12. Do you need help with: taking notes? YES yes ☒ no ☐
written tests? YES yes ☒ no ☐
using field manuals? YES yes ☒ no ☐
using training manuals? YES yes ☒ no ☐
using the soldiers manuals? YES yes ☒ no ☐
understanding instructors/supervisors? YES yes ☒ no ☐
understanding orders from Officers & NCOs? YES yes ☒ no ☐
13. Which tasks are you required to know in the Unit that were not taught to you in AIT?

COMMENTS:

APPENDIX D
CULTURAL PROBLEMS

CULTURAL PROBLEMS

AIT instructors and Unit supervisors (some of both groups were non-native English speakers) were interviewed to determine if there were any differences between native and non-native English speakers in selected areas. The purpose of this interview was to identify any cultural areas which would impact on learning English.

The responses are separated by geographical area:

CONUS (232 interviews); Germany (283 interviews); Korea (15 interviews).

This appendix contains the following:

<u>ITEM</u>	<u>PAGE</u>
1. Interview form	D-3
2. Responses	D-4
3. Comments	D-5
4. Example A	D-6
5. Example B	D-7

CULTURAL PROBLEMS

Are there any differences between native speakers of English and non-native speakers with respect to the following areas?

	NO	YES	WHAT ARE THE DIFFERENCES?
1. Being on time?			
2. Do they go on sick call more than native speakers?			
3. Do they do better or worse than native speakers in training activities?			
4. Do they work as team members?			
5. Reaction to criticism, punishment, disappointment?			
6. Competition with other students?			
7. Study FM, TM & SM on their own?			
8. Do they have problems in taking tests?			
9. Are they interested in doing their job? (a) enough to get by (b) are really interested & do a good job so they can get promoted (c) not interested in getting ahead			
10. Follows safety regulations?			
11. Asks supervisor for information or help?			
12. Is there anything that non-native speakers do that really drives you up the wall? What?			
13. Do native speakers do anything that really drives a non-native speaker up the wall? What?			

RESPONSES

PROBLEM	NO			YES		
	C	G	K	C	G	K
1. Being on time	83%	88%	79%	17%	12%	21%
2. Do NNS go on sick call more often?	96%	96%	100%	4%	4%	
3. Do NNS do better than NS in training activities?	61%	66%	62%	39%	34%	38%
4. Do NNS work as team members?	38%	32%	27%	62%	68%	73%
5. Do NNS react more to criticism, punishment & disappointment?	58%	61%	47%	42%	39%	53%
6. Competition with other students?	65%	66%	64%	35%	34%	36%
7. Do NNS study FMs, TMs & SMs on their own?	57%	59%	40%	43%	41%	60%
8. Do NNS have problems in taking tests?	41%	36%	33%	59%	64%	67%
9. Are NNS interested in doing their job:						
(a) Enough to get by?	47%	42%	55%	53%	58%	45%
(b) Enough to get promoted?	17%	32%	42%	83%	68%	58%
(c) Not interested in getting ahead?	55%	78%	100%	45%	22%	
10. Do NNS follow safety regulations?	56%	37%	40%	44%	63%	60%
11. Do NNS ask supervisor for information or help?	40%	31%	33%	60%	69%	67%
12. Do NNS do anything which drives you up the wall?	79%	71%	69%	21%	29%	31%
13. Does a NS do anything which drives a NNS up the wall?	71%	58%	47%	29%	42%	53%

Percentages based on actual number of reponses.

COMMENTS

PROB #	COMMENT	# of Interviewees who made comments		
		C	G	K
1	NNS usually more prompt and harder working	4	4	0
1	Spanish speakers less punctual	1	0	0
1	NNS don't understand military time	4	3	1
1	Unconcerned	0	3	0
1	Motivation problem at times with Puerto Ricans and Alaskans	1	0	0
1	Samoans have their own time which is not clock time	1	0	0
2	NNS go on sick call when they can't understand lessons/tasks	3	1	1
2	NNS go less often	1	0	1
2	More often because of climate	0	1	0
2	"Ma, 'be 'Old Doc' can lend a sympathetic ear"	0	1	0
3	NNS better than NS	9	12	2
3	NNS worse than NS	1	19	0
3	Same	12	8	0
3	English problems	22	44	2
3	NNS try harder	3	6	0
3	NNS require more time	6	8	0
3	Depends on attitude and training activity	0	7	0
3	NNS more difficult to train	0	1	0
4	NNS work better with other NNS of same culture	22	14	1
4	NNS work better if they understand	4	2	0
4	NNS prefer to work alone	0	4	0

PROB #	COMMENT	# of Interviewees who made comments		
		C	G	K
4	NNS are frequently better team members	3	2	0
4	In some training situations	2	0	0
4	NNS have difficulty because of problems in reading TM's	3	0	0
4	Lack of understanding written/oral instruction leads to lower performance; sometimes a reluctance to work w/team. NNS is reluctant to admit not understanding for fear of seeming stupid or dumb.	2	0	0
4	Depends on sense of motivation	0	3	0
4	If you speak Spanish	0	1	0
5	NNS become upset/hostile/have more pronounced reaction	22	23	0
5	Feel criticism/punishment are because of prejudice/discrimination	14	22	1
5	NNS take criticism/punishment/disappointment more personally	22	3	0
5	Don't understand why & don't care or don't ask	7	9	1
5	No difference	0	7	0
5	NNS use language as an excuse	2	1	0
5	NNS accept criticism without getting upset	5	1	1
5	NNS dislike to lose face and thus disappoint parents	1	0	0
6	NNS are more competitive	13	13	0
6	NNS are less competitive	2	3	0
6	NNS compete with other NNS of same culture	1	1	0
6	NNS are worse because of language problems	5	2	0
6	NNS are shy or embarrassed	0	1	0
6	NNS try and compensate in other areas	0	1	0

PROB #	COMMENT	# of Interviewees who made comments		
		C	G	K
7	NNS have problems in reading and understanding	28	18	2
7	NNS study more to improve themselves	4	6	1
7	NNS must be told to study	2	1	0
7	NNS need supervision	0	1	0
7	NNS require more time	2	1	0
8	NNS have problems in writing	0	5	0
8	NNS have problems in speaking	3	1	0
8	NNS have problems in reading	45	52	2
8	NNS have problems in oral comprehension	0	16	0
8	NNS have general English problems	14	36	3
8	NNS have problems with written tests only	6	5	0
8	NNS have problems in understanding the test instructions	6	1	1
8	NNS take longer to understand	2	2	0
8	NNS are afraid to ask for help	0	1	0
9a	NNS strive to get ahead	8	11	0
9a	Do only enough to get by because of a lack of understanding	1	2	0
9a	NNS have too many language problems	5	0	0
9b	NNS has more pride in himself		3	1
9b	If explained in more detail than to a NS		1	1
9b	NNS try harder	2	3	0
9c	NNS has more pride in job	0	1	0
9c	NNS want to complete term and get out	0	1	0
9c	NNS try harder	0	2	0
9c	NNS not interested in promotion	0	1	0
9c	NNS feel prejudice from supervisors and some peers	1	0	0

PROB #	COMMENT	# of Interviewees who made comments		
		C	G	K
10	If they understand them	4	11	1
10	NNS follow safety regulations better	0	2	0
10	Only if told	0	2	0
10	Only as it applies to personal safety	1	1	0
11	NNS don't ask question due to fear of authority or language problems	13	9	1
11	NNS ask more questions and in greater detail	6	10	1
11	NNS ask fewer questions	0	3	0
11	NNS ask questions if the supervisor speaks their language	0	2	0
11	NNS reluctant to ask questions lest they seem stupid	2	4	0
11	NNS seek help from other NNS	5	1	0
11	NNS are more courteous	1	0	0
11	NNS are more reserved	1	2	0
12	NNS use native language in front of people who don't understand (and often think they are the subject of conversation)	46	43	2
12	Pretend to not understand English	5	15	2
12	Fail to ask for help when they don't understand	3	6	1
12	Failure to comprehend an order/instructions	3	5	0
12	Claim discrimination/prejudice		3	0
12	Unable to communicate in English	3	3	0
12	Polarization	2	3	0
12	When NNS are baffled or fed up, they resort to sick call or "No Comprende", turn you off and not try anymore	1	1	0
12	Everything	1	0	0
12	When they are difficult in not trying to understand instructions	1	0	0
12	NNS think they can get away with being vulgar if they use their native language	1	0	0

PROB #	COMMENT	# of Interviewees who made comments		
		C	G	K
12	Slow progress in learning	1	1	0
12	Congregate in groups and disrupt training	1	0	0
12	Differences in culture and customs	1	0	0
12	Lack of concern	0	1	0
12	Some with an attitude problem tease others	0	1	0
12	Make too much noise	0	1	0
12	NNS are sloppy	0	1	0
13	Asking them to speak English	1	4	0
13	Speaking English too fast; over NNS' heads	2	9	1
13	Customs/cultural barriers; make fun of NNS' customs	2	5	0
13	Impatient; don't explain things	3	5	0
13	Assuming NNS understand everything and use slang	2	9	1
13	Embarrass, harass, tease NNS; call them names	6	15	1
13	Make fun of NNS' accent, pronunciation, English skills	5	9	0
13	Discrimination/prejudice	1	2	1
13	Being told repeatedly to do his job	0	2	1
13	Look down on NNS because he can't speak English	2	5	1
13	Refusing to permit use of NNS native language	3	2	0
13	Refusing to let NNS join the group	1	2	0
13	Critize and correct English usage	2	0	0
13	Indifferent	1	2	0
13	Open discussion of personal feelings	1	0	0

NO	YES	WHAT ARE THEY?
	✓	<p>maybe because They have a hard Time Try to communit with them (and They say i he understands but he just dont want to do It!)</p>

Do native speakers do anything that really drives a non-native speaker up the wall?

What?

WHAT ARE THE DIFFERENCES?	NO	YES	
5. Reaction to: (a) criticism (b) punishment (c) disappointment	✓		
6. Competition with other students?	✓		THEY ALWAYS TRY TO DO THEIR BEST AND A LOT MORE
7. Study FM, TN & SM on their own?	✓		THEY TRY TO LEARN AS MUCH AS POSSIBLE SO NOBODY CAN TALK ABOUT THEM
8. Do they have problems in taking tests?	✓		SOME TIMES
9. Are they interested in doing their job? (a) enough to get by (b) are really interested & do a good job so they can get promoted (c) not interested in getting ahead	✓		

APPENDIX E
SITUATION DIFFICULTIES

SITUATION DIFFICULTIES

AIT instructors and unit supervisors (some of both groups were non-native English speakers) were interviewed to determine if there were any differences between native and non-native English speakers in selected situations. The purpose of this interview was to identify those situations which would impact on learning English.

The responses are separated by geographical area:

CONUS (143 interviewees); Germany (276 interviewees); Korea (15 interviewees).

This appendix contains the following:

<u>ITEM</u>	<u>PAGE</u>
1. Interview form	E-3
2. Responses by item	E-4
3. Comments by situation (CONUS)	E-5
4. Comments by situation (Germany)	E-6
5. Comments by situation (Korea)	E-7

SITUATION DIFFICULTIES

It is our understanding that some of the soldiers who speak English as a second language, have difficulties in the following situations. If so, what kinds of problems are they? We would appreciate your help for better understanding with these or any other situations you may suggest.

	WHAT ARE THE DIFFERENCES?	
	NO	YES
1. BARRACKS		
2. DISPENSARY		
3. DINING HALL		
4. PERSONNEL OFFICE		
5. ORDERLY ROOM		
6. FINANCE OFFICE		
7. POST EXCHANGE		
8. BANK		
9. DENTAL CLINIC		
10. BARBER SHOP		
11. BEAUTY SHOP		
12. POST SERVICE STATION		
13. SNACK BAR		
14. POST OFFICE		
15. VEHICLE REGISTRATION		
16. SERVICE CLUB		
17. TRANSPORTATION		
18. LAUNDRY		
19. CREDIT UNION		

RESPONSES

TOTALS: CONUS 143

Germany 276

Korea 15

SITUATION	NO			YES			UNKNOWN		
	C	G	K	C	G	K	C	G	K
1. BARRACKS	70%	79%	85%	30%	20%	15%		1%	
2. DISPENSARY	79%	77%	85%	19%	20%	15%	2%	3%	
3. DINING HALL	82%	85%	92%	18%	13%	8%		2%	
4. PERSONNEL OFFICE	76%	77%	73%	22%	21%	27%	2%	2%	
5. ORDERLY ROOM	83%	84%	77%	16%	14%	23%	1%	2%	
6. FINANCE OFFICE	76%	75%	75%	22%	23%	25%	2%	2%	
7. POST EXCHANGE	92%	89%	100%	6%	10%		2%	1%	
8. BANK	89%	84%	100%	9%	14%		2%	2%	
9. DENTAL CLINIC	94%	87%	92%	4%	11%	8%	2%	2%	
10. BARBER SHOP	93%	93%	100%	6%	5%		2%	2%	
11. BEAUTY SHOP	97%	91%	100%	1%	4.5%		2%	4.5%	
12. POST SERVICE STATION	94%	93%	100%	4%	5%		2%	2%	
13. SNACK BAR	95%	92%	92%	4%	6%	8%	1%	2%	
14. POST OFFICE	96%	91%	77%	3%	7%	23%	1%	2%	
15. VEHICLE REGISTRATION	93%	81%	67%	6%	16%	23%	1%	2%	
16. SERVICE CLUB	92%	89%	100%	7%	9%		1%	2%	
17. TRANSPORTATION	89%	85%	100%	11%	12%		1%	3%	
18. LAUNDRY	96%	93%	100%	3%	5%		1%	3%	
19. CREDIT UNION	89%	86%	92%	11%	11%	8%	1%	3%	
20. EDUCATION OFFICE	83%	80%	69%	16%	18%	31%	1%	2%	
21. POST LIBRARY	92%	87%	71%	8%	11%	29%	1%	3%	
22. CHAPLAIN'S OFFICE	94%	91%	100%	5%	6%		1%	3%	
23. RED CROSS OFFICE	94%	91%	100%	4%	5%		3%	3%	
24. COMMISSARY	94%	91%	100%	5%	8%		1%	2%	
25. PAY PHONE	90%	84%	100%	8%	13%		2%	2%	
26. PAY CALL	97%	92%	100%	3%	7%		1%	1%	
27. LEGAL OFFICE	88%	83%	100%	11%	15%		1%	2%	
28. AIRPORT	93%	79%	71%	5%	18%	29%	2%	3%	
29. BUS STATION	94%	81%	83%	5%	16%	17%	1%	3%	
30. GYMNASIUM (GYM)	97%	93%	100%	3%	5%		1%	2%	
31. SWIMMING POOL	94%	91%	100%	3%	5%		3%	3%	
32. SKATING RINK	94%	89%	100%	4%	6%		3%	5%	
33. HOBBY SHOP	95%	91%	100%	3%	5%		2%	4%	
34. THEATERS (MOVIES)	91%	87%	100%	8%	12%		1%	2%	
35. LOCATOR	93%	89%	100%	5%	8%		2%	3%	
36. GUEST HOUSE	97%	82%	100%	2%	16%		2%	2%	

1

[illegible]

SITUATION DIFFICULTIES - GERMANY

[illegible]

